

TRANSITION PLAN DECISION NUMBER TWO: NON-TRADITIONAL TRAINING AND EMPLOYMENT

To assure that each state addresses the issues regarding nontraditional employment and training, Perkins III **requires that between \$60,000 and \$150,000 be designated for state leadership¹ activities that prepare individuals for nontraditional employment.²** Perkins III shifts responsibility for the program services to the local level. Basic grant funds distributed to the local level may be used for programs for special populations. Additionally, there are special populations accountability and reporting requirements that states must fulfill.

Background

Perkins III represents a significant philosophical departure from Perkins II (see details of Perkins II activities in Appendix on page 3). With Perkins II, the state was responsible for administering grants to local agencies for services to the identified client populations. Perkins III removes the state from this role, except for the amount the state can set aside for leadership in the area of nontraditional training for employment, and places the flexibility and responsibility for meeting the needs of special populations at the local level. The dollars previously held at the state level for competitive grants are now added to the basic grant allotment that is distributed to the local level by formula. At future Board meetings the issues of uses of the state leadership funds and the state priorities for Basic grant funds will be discussed.

In *Workforce Training Results 1998* it was reported that, “Prior to enrolling in training, most women had lower wages and earnings than did men who enrolled in the same program. After leaving their program most women were still paid less than men who had participated in the same program.” Additional data was analyzed by WTECB to determine the factors associated with the post-program wage differences between men and women. In summary, the findings are explained by the wage differences in the fields of study chosen by men and women and by the fact that women choose to work fewer hours.

¹ Perkins III, Section 124. Leadership activities include: Assessment; professional development; supporting integration of academic and vocational education; developing, improving, and expanding use of technology; supporting partnerships of LEAs, institutions of higher education, and adult education providers; and supporting programs for special populations, which includes single parents (including single pregnant women), individuals with disabilities, economically disadvantaged, individuals preparing for non-traditional employment, displaced homemakers, and individuals with limited English proficiency or other barriers to educational achievement.

² Nontraditional employment is defined as occupations or fields of work for which individuals of one gender comprise less than 25 percent of those employed in the occupation or field of work. Perkins II defined nontraditional as a program having enrollments of 75.1 percent or greater of one gender. Additionally, there have been conversations at the federal level that they might identify the occupations that have a gender imbalance and that the nontraditional dollars identified will be used to support training for employment in these occupations.

DECISION

How can setaside resources be used to decrease the gender-based differences in wage-outcomes in programs?

OPTIONS

1. Support at \$60,000 to study the best way to decrease the gender-based differences in wage outcomes.

Pros: Provides greater flexibility in balance of leadership funds.
Study provides foundation for future decisions regarding investments.
Cons: Less than full amount would be available for non-traditional leadership.
Study may not result in beneficial information.

2. Support at \$150,000 with \$60,000 to study the best way to decrease the gender-based differences in wage outcomes, and \$90,000 to support programs serving students that reduce gender imbalances, i.e., apprenticeship, technology, consumer reports, guidance, and counseling.

Pros: Provides full commitment of leadership dollars for non-traditional activities.
Allows for more nontraditional programs to be funded.
Cons: Fewer dollars are available for other required leadership activities
Study may not result in beneficial information.

3. Support at \$150,000 for targeted statewide nontraditional leadership activities (either programs directly serving students or other activities) to reduce gender imbalances at both the secondary and postsecondary level.

Pros: Provides full commitment of leadership dollars for non-traditional activities.
Allows for the maximum range of nontraditional activities.
Cons: Fewer dollars for other required leadership activities.
Unless targeted more meaningfully, too few dollars to make a difference.
Does not require a study of how to reduce gender-based wage differences.
Does not require set amount of funding for direct student services.

APPENDIX

Perkins II

Perkins II required that from each state's five percent administration allotment, the state was to expend not less than \$60,000 for an individual (one person) to administer the equity programs. A state match was required. In Washington State, the Sex Equity Coordinator has been administratively housed at the Office of Superintendent of Public Instruction since 1985 (previously the position was part of the State Board for Vocational Education). The Equity Coordinator administered the Perkins Equity grants at both secondary and postsecondary level.

Also required was that 10.5 percent of each state's allotment be for equity programs. In FY 98 this equaled \$2,056,346. Requirements for distribution of funds were:

- Not less than 7 percent of the state's allotment be for programs for single parents, displaced homemakers, and single pregnant women.
- Not less than 3 percent of the state's allotment be for programs for sex equity.
- The state may use .5 percent for either.

The distribution to the local level for both of these programs was accomplished through a competitive bid process. Specific goals and activities were established by the State Vocational Equity Advisory Committee and were consistent with the Board's overall priorities for Perkins programs. This committee includes representatives from business, labor, government, education, and targeted populations. In setting priorities for the use of the equity funds, the committee reviewed the program's accomplishments and priorities identified through Washington State Equity Needs Survey conducted by the Northwest Center for Equity and Diversity during June-September 1998. Also reviewed were requests for technical assistance, levels of participation and enrollments, census data, workshop feedback, and the *Workforce Training Results*.

In FY 98, 73 grants for Single Parents, Displaced Homemakers, and Single Pregnant Women were awarded to qualifying school districts, community and technical colleges, community-based organizations, and correctional institutions. Approximately 16,000 single parents/displaced homemakers/single pregnant teens received services.

- 29 percent were Collaborative (secondary, postsecondary, community-based organizations, and/or corrections agencies—up to \$70,000 per award).
- 40 percent were Postsecondary (up to \$40,000 per award).
- 30 percent were Secondary (up to \$10,000 per award).
- 1 percent was for a statewide initiative.
- Up to 10 percent of funds were retained for mini-grants of up to \$3,500.

Typical uses were for instruction, guidance and counseling, child care, transportation, textbooks, tutors, tuition, computer lab access, participation in GRADS program, Future

Hopes, Know the Ropes, summer programming, Road Less Graveled, Ropes Challenge, and mentor/internship opportunities.

In FY 98, 44 Sex Equity grants were awarded to qualifying school districts, community and technical colleges, community-based organizations, and correctional institutions. Approximately 33,000 individuals were served.

- 37 percent were Collaborative (secondary, postsecondary, community-based organizations, and/or corrections agencies—up to \$50,000 per award).
- 25 percent were Postsecondary (up to \$10,000 per award).
- 30 percent were Secondary (up to \$10,000 per award).
- 8 percent were for a statewide initiative.
- Up to 10 percents of funds were retained for mini grants of up to \$3,500.

Typical uses were nontraditional career awareness, vocational skills training, equity awareness in-service, student leadership, nontraditional program recruitment, student retention support services, nontraditional occupational promotion, sexual harassment prevention, a statewide free loan equity library, technical service, and in-service.

Nontraditional Training and Employment

Within the Sex Equity grants in FY 98, \$640,000 was distributed for nontraditional activities. A closer look at the nontraditional training and activities conducted in the state is provided as Perkins III focuses on nontraditional training and employment. With Perkins II Sex Equity funds, each state was required to assure that it would furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. Last year a total of 22,801 students were enrolled in nontraditional programs. Of these, 12,284 females and 10,517 males were enrolled in programs nontraditional for their gender.

We know that choices made by women regarding fields of study are affected by multiple factors, including awareness, wage, societal acceptance, and successful training. Expanding awareness of a broad range of careers including new and emerging high wage job options coupled with specific recruitment and outreach activities, and retention efforts that target females, are being built into the current system. The new “Counseling and Career Guidance Guideline” developed by the Office of Superintendent of Public Instruction contains a strong focus on nontraditional enrollments. Nontraditional career information and labor market information was the subject of in-service conferences for instructors and was included in sex equity strategies for grant applications. Priority has been placed on career counseling and strengthening math, science, and computer skills in the programs selected for funding.

Within Washington State, the Northwest Center for Equity and Diversity, Edmonds Community College, provides a unique statewide leadership role. With a history of providing technical assistance, the Northwest Center specializes in facilitating the coordination of resources and information between K-12 schools and districts,

community colleges, community-based organizations, and business and labor around vocational education and equity issues. With “tried and true” program models, the Northwest Center supports schools and communities by providing effective networks and technical assistance on a variety of vocational education and equity topics and issues.